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ABSTRACT

This document is a PowerPoint presentation intended for K-12 public school educators, administrators, and policy analysts as well as college and university educators involved or interested in teacher preparation programs. The presentation chronicles the partnership between Oswego State University and Parish Elementary School in north central New York state. The document outlines Parish Elementary's first 3 years as a Professional Development School (PDS). Included in the first 3 years was the development of the cornerstone of the program, an onsite teaching methods and student practicum course. An entire section of university methods/practicum students is immersed into Parish Elementary School, where they spend 2 full days per week. One day is spent studying pedagogy and theory, while the second day is spent in classrooms putting that theory to practice. Instruction and supervision are provided by the Parish Elementary teaching staff. All faculty members, including special area teachers, are actively engaged in the methods/practicum experience. Other PDS initiatives include the development of study groups and the formation of a school-based PDS management team. The PowerPoint presentation includes perspectives from the school's teachers, principal, and college staff related to the complexities of PDS work. (SM)

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A Work in Progress: On-Site Methods/Practicum Course and Pre-Service Student Teaching Supervision

(A PowerPoint Presentation presented at the National Professional Development Schools' (PDS) Conference Orlando, Florida March 9, 2002)

Parish Elementary School PDS Management Team

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On-Site Methods/Practicum Course and Pre-Service Student Teaching Supervision

This document it is a PowerPoint presentation that was made at the 2002 Professional Development Schools' (PDS) National Conference held in Orlando, Florida. It is intended for K-12 public school educators, administrators and policy analysts as well as college and university educators involved in, or interested in, teacher preparation programs. The presentation chronicles the partnership between Oswego State University and Parish Elementary School in the Altmar-Parish-Williamstown School District in North Central New York State. The document outlines Parish Elementary's first three years as a Professional Development School (PDS). Included in the first three years was the development of the cornerstone of the program, an on-site Teaching Methods and Student Practicum course. An entire section (20-26 college students) of Oswego State University Methods/Practicum students is immersed into Parish Elementary School where they spend two full days per week. One day is spent studying pedagogy and theory while the second day is spent in classrooms putting that theory to practice. Instruction (of the Methods course) and supervision (of the Practicum experience) are provided by the Parish Elementary teaching staff. All faculty members including special area teachers (art, library, music and physical education) are actively engaged in the Methods/Practicum experience. Other PDS initiatives include the development of study groups and the formation of a school-based PDS management team. The PowerPoint presentation included perspectives from the school's teachers, Principal and college staff relative to the complexities of PDS work.

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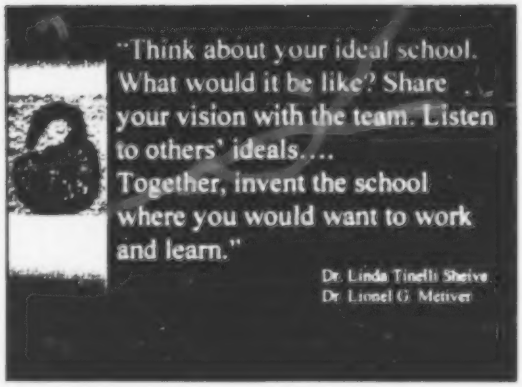
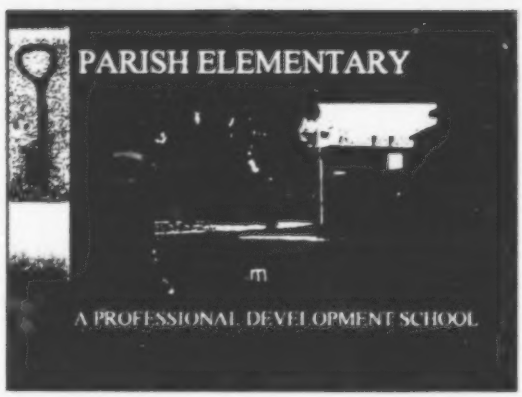
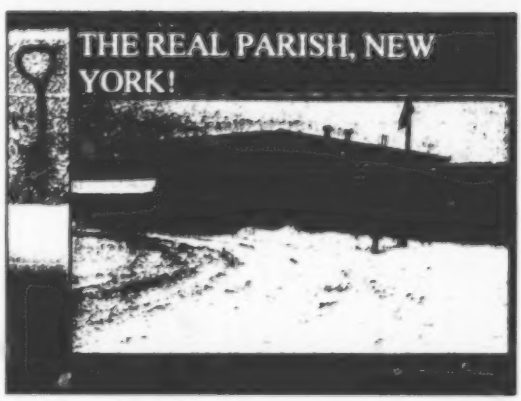

"Think about your ideal school. What would it be like? Share your vision with the team. Listen to others' ideals....
Together, invent the school where you would want to work and learn."
Dr. Linda Tinelli Sheive
Dr. Lionel G. Metiver





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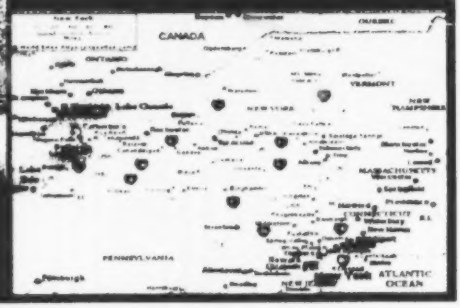
WHERE WE ARE....



WHO WE ARE....

- Grade Configuration
- Enrollment
- Socioeconomic Status
- Alternative Family Structure
- Transiency Rate

PDS Partners: Parish Elementary and Oswego State University of New York

- Teachers at Parish
- Teachers at Oswego
- Administrators
- PDS Management Team
- Team Sheldon
- Candidates

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...A Community of Learners

Mutual Benefits to Partners

- Field experience for professors and candidates
- Action Research
- Inquiry
- Access to research-based best practice
- Real-life school culture and climate
- Authentic learning activities
- Reflective dialogue among partners

MISSION STATEMENT

A professional development school is committed to the simultaneous renewal of public schools and preparation of new teachers. A PDS is an exemplary elementary or secondary school that strives to provide exceptional professional development for candidates, first year teachers, and public/ university educators. The ultimate goal is to improve student achievement.

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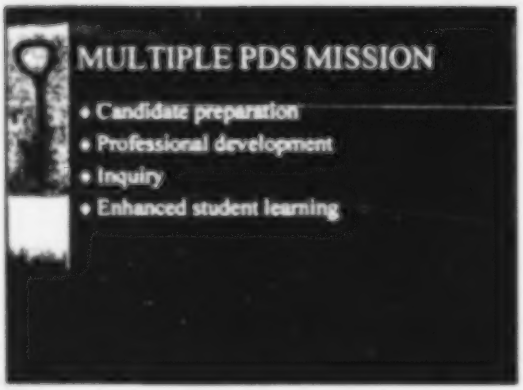
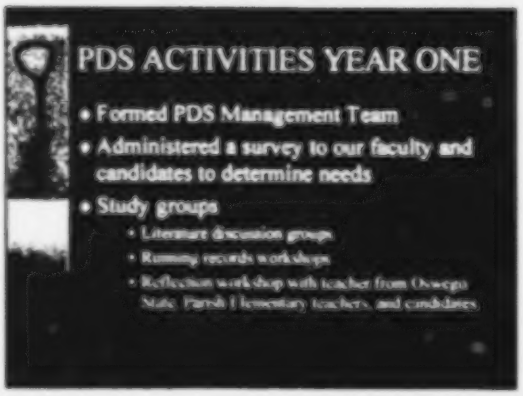
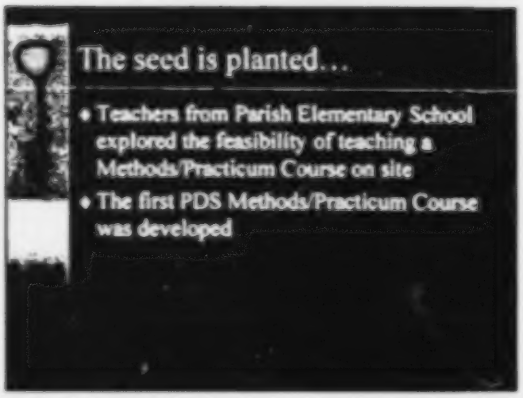



PDS ACTIVITIES YEAR ONE
• Formed PDS Management Team
• Administered a survey to our faculty and candidates to determine needs
• Study groups
• Literature discussion groups
• Running records workshops
• Reflection workshop with teacher from Oswego State, Parish Elementary teachers, and candidates


The seed is planted…
• Teachers from Parish Elementary School explored the feasibility of teaching a Methods/Practicum Course on site
• The first PDS Methods/Practicum Course was developed

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METHODS/PRACTICUM COURSE....

- Examined Oswego State's course requirements and other Methods/Practicum syllabi
- Designed our own *unique syllabus*
- Course was collaboratively taught by Parish staff led by an Oswego State instructor
- Matched *Parish staff's areas of expertise* with syllabus content and scheduled presentations and required number of practicum days
- Assignments were based on course's text, classroom content and practicum experience

Authentic Learning Activities

EXCITED TO BEGIN... Year Two

- September 5, 2000: 25 candidates arrive at APW's Teacher Orientation Day
- Methods instruction began at Parish
- Diversity Workshop
- List-serve was established

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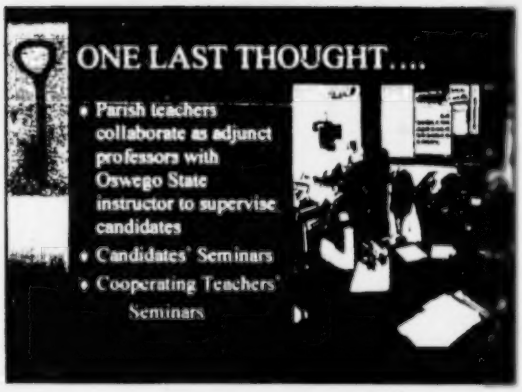
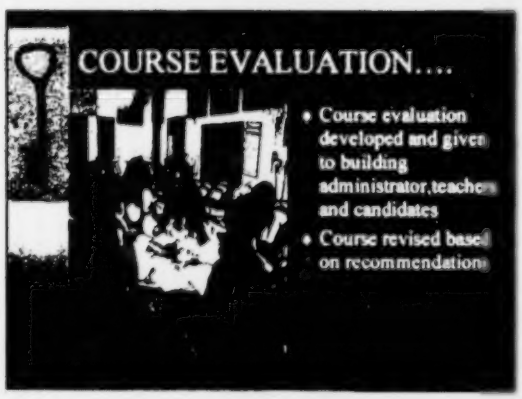
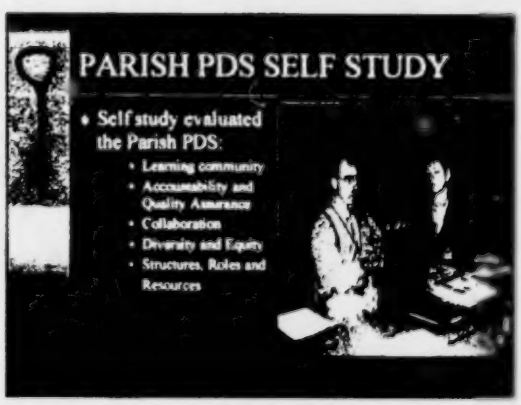

ONE LAST THOUGHT....
• Parish teachers collaborate as adjunct professors with Oswego State instructor to supervise candidates
• Candidates' Seminars
• Cooperating Teachers' Seminars


COURSE EVALUATION....
• Course evaluation developed and given to building administrator, teachers and candidates
• Course revised based on recommendations


PARISH PDS SELF STUDY
• Self study evaluated the Parish PDS:
• Learning community
• Accountability and Quality Assurance
• Collaboration
• Diversity and Equity
• Structures, Roles and Resources

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Self-Study Recommendations....

- Changes required to involve University partner
- Need to collect, disaggregate, and use data to prove PDS as a positive impact on student achievement
- Improve parent and community awareness
- Establish consistent study groups
- Longitudinal study of the impact of the PDS on teacher candidates
- All partners need to learn inquiry as a process
- Define the roles of all PDS participants

A WORK IN PROGRESS.... Year Three

- Revision of Methods/ Practicum Course
- New survey administered to identify building needs
- Math Study Group formed
- Self Study presented to entire staff
- Visioning Process
- Proposal presented to present at National PDS Conference

CHALLENGES....

- Time
- Communication among Parish Staff
- Communication with parents
- Redefining the roles of candidates and cooperating teachers
- Sustaining and maintaining the momentum
- Continuing to focus on student achievement and self improvement

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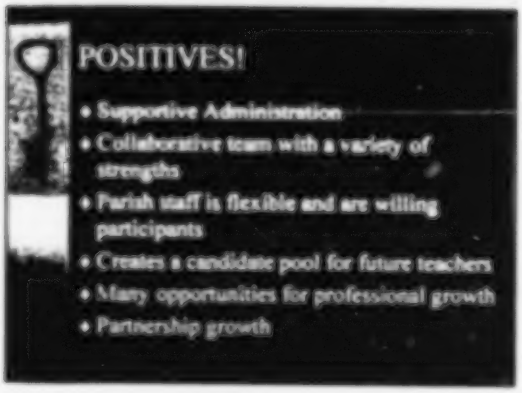
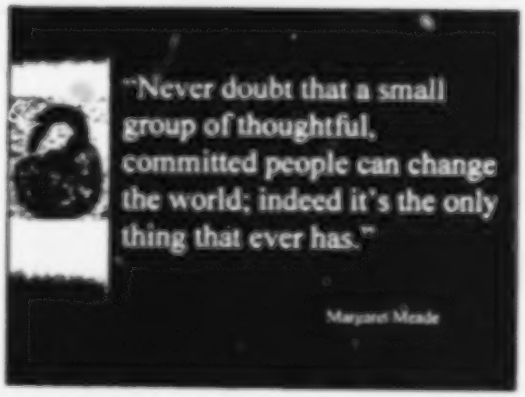

POSITIVES!
• Supportive Administration
• Collaborative team with a variety of strengths
• Parish staff is flexible and are willing participants
• Creates a candidate pool for future teachers
• Many opportunities for professional growth
• Partnership growth


"Never doubt that a small group of thoughtful, committed people can change the world; indeed it's the only thing that ever has."
Margaret Meade

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